Lebanon Junction Elementary Arts &	
Humanities	
Teacher: Robyn Clemens	
Focus: Visual Arts	

Subject: Visual Arts/Creating #VA:Cr1.1 Process Component: Investigate, Plan, Make

*Cross-Curricular Connection:

Unit 1: Self-portrait August 26-September 18, 2020 (No School- September 4 and 7)

Master works referenced: Fulang-Chang and I by Frida Kahlo

	Curriculum Learning
	Target/NCAS Standards
K	Visual Arts/Creating #VA:Cr1.1 Process Component:
	Investigate, Plan, Make
	Anchor Standard: Generate and
	conceptualize artistic ideas and work.
	Students will identify or describe
	elements of art and principles of
	design in works of art.
	Elements of art:
	Line, Shape, Form, Texture and
	Color (primary and secondary
	hues) and color schemes (warm,
	cool, neutral – black, white, gray, sometimes brown/beige as earth tones)
	I can use lines to create a self
	portrait. I can describe my

process.

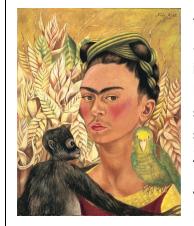
Procedures/Activities

Element of Art: Line

Geography: Mexico

Mini Lesson: Introduce *Fulang-Chang and I* by mexican artist, Frida Kahlo. Discuss the artist's style and choice of subjects. Reflect on the work and discuss her self-portrait and what it may reveal about the artist. Take notice of the lavender ribbon which weaves through her hair, around her, and around the monkey. What does that say about the subjects? Direct students to SeeSaw assignment where they may view her work digitally.

Work Time:Let's take a different approach to introducing yourself to your teacher! Take a self portrait that tells your teacher a little about you. Some of you we have never met before, so tell us about you, through your art.



This is a self portrait by the famous artist Frida Kahlo. She was from Mexico and in many of her portraits she included animals and plants that were native to Mexico, to tell you about her heritage. Now, you get to share something about yourself by creating your own selfie or self portrait. You can share it in our next Zoom meeting or submit it through Google Classroom.

Technique:

Debrief: Explain your process to me or a family member.

Assessment: Product

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Self-portrait Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes/gr oups (warm, cool,

neutral

Vocabulary

1st Grade	Visual Arts/Creating #VA:Cr1.1 Process Component: Investigate, Plan, Make Anchor Standard: Generate and conceptualize artistic ideas and work. Students will identify or describe elements of art and principles of design in works of art. Elements of art: Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones) I can use lines to create a self portrait. I can describe my process.	Essential Question: What conditions, attitudes, and behaviors support creative thinking? Carpet Song: Line Song Element of Art: Line Mini Lesson: Introduce Fulang-Chang and I by mexican artist, Frida Kahlo. Discuss the artist's style and choice of subjects. Reflect on the work and discuss her self-portrait and what it may reveal about the artist. Take notice of the lavender ribbon which weaves through her hair, around her, and around the monkey. What does that say about the subjects? Direct students to SeeSaw assignment where they may view her work digitally. Work Time:Let's take a different approach to introducing yourself to your teacher! Take a self portrait that tells your teacher a little about you. Some of you we have never met before, so tell us about you, through your art. This is a self portrait by the famous artist Frida Kahlo. She was from Mexico and in many of her portraits she included animals and plants that were native to Mexico, to tell you about her heritage. Now, you get to share something about yourself by creating your own selfie or self portrait. You can share it in our next Zoom meeting or submit it through Google Classroom. Technique: Debrief: Explain your process to me or a family member. Assessment: Product Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question: What conditions, attitudes, and behaviors support creative thinking?	Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes/gr oups (warm, cool, neutral
		thinking? Carpet Song: Line Song	
2 nd Grade	Visual Arts/Creating #VA:Cr1.1 Process Component: Investigate, Plan, Make Anchor Standard: Generate and conceptualize artistic ideas and work.	Element of Art: Line Mini Lesson: Introduce Fulang-Chang and I by mexican artist, Frida Kahlo. Discuss the artist's style and choice of subjects. Reflect on the work and discuss her self-portrait and what it may reveal about the artist. Take notice of the lavender ribbon which weaves through her hair, around her, and around the monkey. What does that say about the subjects? Direct students to SeeSaw assignment where they may view her work digitally.	

Students will identify or describe elements of art and principles of design in works of art.

Elements of art:

Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)

I can use lines to create a self portrait. I can describe my process.

Work Time:Let's take a different approach to introducing yourself to your teacher! Take a self portrait that tells your teacher a little about you. Some of you we have never met before, so tell us about you, through your art.



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Technique:

Debrief: Explain your process to me or a family member.

Assessment: Product

Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

Essential Question: What conditions, attitudes, and behaviors support creative thinking?

Carpet Song: Line Song

Flashback: Cursive Writing:Signature

Element of Art: Line

Mini Lesson: Introduce *Fulang-Chang and I* by mexican artist, Frida Kahlo. Discuss the artist's style and choice of subjects. Reflect on the work and discuss her self-portrait and what it may reveal about the artist. Take notice of the lavender ribbon which weaves through her hair, around her, and around the monkey. What does that say about the subjects? Direct students to SeeSaw assignment where they may view her work digitally.

Work Time:Let's take a different approach to introducing yourself to your teacher! Take a self portrait that tells your teacher a little about you. Some of you we have never met before, so tell us about you, through your art.

This is a self portrait by the famous artist Frida Kahlo. She was from Mexico and in many of her portraits she included animals and plants that were native to Mexico, to tell you about her heritage. Now, you get to

hues) and color schemes/gr oups (warm, cool.neutral

3rd Grade

Visual Arts/Creating #VA:Cr1.1

Process Component:

Investigate, Plan, Make

Anchor Standard: Generate and conceptualize artistic ideas and work.

Students will identify or describe elements of art and principles of design in works of art. Elements of art:

Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones)

Line. Shape, Form. Texture and Color (primary and secondary hues) and color schemes/gr oups (warm, cool.

neutral

	1		and the second s
	I can use lines to create a self		
	portrait. I can describe my	can share it in our next Zoom meeting or submit it through Google Classroom.	
	process.		
		Technique:	
			ocess to me or a family member.
		Assessment: Product	0
		skills that can be develo	ng : Creativity and innovative thinking are essential life ped.
			nat conditions, attitudes, and behaviors support creative
		thinking?	
	Vigual Arta/Creating	Carpet Song: <u>Line Son</u>	
4th Cara II	Visual Arts/Creating #VA:Cr1.1	Flashback: Cursive Writi Element of Art: Line	ing:Signature
4 th Grade	Process Component:		Fulang-Chang and I by mexican artist, Frida Kahlo.
	Investigate, Plan, Make		and choice of subjects. Reflect on the work and discuss
	Anchor Standard: Generate and	1	it it may reveal about the artist. Take notice of the
	conceptualize artistic ideas and work.	•	reaves through her hair, around her, and around the
	,		say about the subjects? Direct students to SeeSaw
	Students will identify or describe		may view her work digitally.
	elements of art and principles of		different approach to introducing yourself to your
	design in works of art. Elements of art:		rait that tells your teacher a little about you. Some of
	Line, Shape, Form, Texture and	•	before, so tell us about you, through your art.
	Color (primary and secondary		
	hues) and color schemes (warm,	Fide Fells. 15992	This is a self portrait by the famous artist Frida Kahlo.
	cool, neutral – black, white, gray, sometimes brown/beige as		She was from Mexico and in many of her portraits she
	earth tones)		included animals and plants that were native to
	Art processes:		Mexico, to tell you about her heritage. Now, you get to
	Two-dimensional - drawing,		share something about yourself by creating your own
	painting, fiber art (e.g., fabric		selfie or self portrait. You can share it in our next
	printing, stamping), collage		Zoom meeting or submit it through Google Classroom.
	1		20011 meeting of submit it through Google Glassroom.
	I can use lines to create a self	SO CON	Technique:
	portrait. I can describe my		Debrief : Explain your process to me or a family
	process.		member.

Assessment: Product

skills that can be developed.

Enduring Understanding: Creativity and innovative thinking are essential life

Line,
Shape,
Form,
Texture and
Color
(primary
and
secondary
hues) and
color
schemes/gr
oups
(warm,
cool,
neutral

		Essential Question : What conditions, attitudes, and behaviors support creative thinking?
5th Grade	Visual Arts/Creating #VA:Cr1.1 Process Component: Investigate, Plan, Make Anchor Standard: Generate and conceptualize artistic ideas and work. Students will identify or describe elements of art and principles of design in works of art. Elements of art: Line, Shape, Form, Texture and Color (primary and secondary hues) and color schemes (warm, cool, neutral – black, white, gray, sometimes brown/beige as earth tones) Art processes: Two-dimensional - drawing, painting, fiber art (e.g., fabric printing, stamping), collage I can create a landscape print. I can describe my process.	Flashback: Cursive Writing: Signature Element of Art: Line Mini Lesson: Introduce Fulang-Chang and I by mexican artist, Frida Kahlo. Discuss the artist's style and choice of subjects. Reflect on the work and discuss her self-portrait and what it may reveal about the artist. Take notice of the lavender ribbon which weaves through her hair, around her, and around the monkey. What does that say about the subjects? Direct students to SeeSaw assignment where they may view her work digitally. Work Time:Let's take a different approach to introducing yourself to your teacher! Take a self portrait that tells your teacher a little about you. Some of you we have never met before, so tell us about you, through your art. This is a self portrait by the famous artist Frida Kahlo. She was from Mexico and in many of her portraits she included animals and plants that were native to Mexico, to tell you about her heritage. Now, you get to share something about yourself by creating your own selfie or self portrait. You can share it in our next Zoom meeting or submit it through Google Classroom. Technique: Debrief: Explain your process to me or a family member. Assessment: Product Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed. Essential Question: What conditions, attitudes, and behaviors support creative thinking?